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| **Level 4 - Grade 6**  Students were asked to complete a recount about their holidays. They were given a set time frame to complete the task. We encouraged our students to use organisational strategies to ensure they completed this task on time. Students were expected to do a draft and final good copy. The checklist below has been completed by your child’s teacher to show what your child achieved after completing their recount.  Name: Chloe Beard  The highlighted boxes show the criteria which was demonstrated in this students recount piece. |
| |  | | --- | | **E: Well Below Standard** | | Included familiar ideas and information for the specific recount purpose and audience, print or electronic. | | Used the five strategies; planning, drafting, proofreading, editing and revising. | | Used appropriate vocabulary, punctuation and tense to suit a recount text. | | Has included typical features of a recount e.g. introduction, paragraphs and summarising paragraph. | | Correct spelling of frequently occurring two- and three-syllable words. | | Use of strategies to spell unknown words. | | **D: Below Standard** | | Produced the recount for that specific purpose and audience, print or electronic. | | Use of strategies when planning the text, e.g. using models of others writing. | | Deletion of unnecessary information or addition of new information when editing and revising writing. | | Inclusion of appropriate visual images and information in print or electronic texts. | | **C: At Standard** | | Used strategies and features of a recount appropriate to its purpose and audience, print or electronic text. | | Appropriately use of topic sentences. | | Well organised main and subordinate ideas. | | Selected vocabulary, text structures and visual features to effectively communicate their recount. | | Used their knowledge of spelling patterns, including morphemic knowledge (prefixes, suffixes, plural endings etc), visual and phonic patterns. | | **B: Above Standard** | | The recount was produced for that specific purpose and audience, print or electronic. | | They’ve begun to use simple figurative language and visual images to describe their experiences. | | They use a range of vocabulary, a variety of sentence structures. | | Punctuation, including apostrophes, have been used accurately. | | They’ve identified and used different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives. They’ve also used appropriate prepositions and conjunctions. | | A range of spelling approaches and morphemic knowledge (prefixes, suffixes, plural endings etc) have been applied. Understandings of visual and phonic patterns have been demonstrated. | | They’ve employed a variety of writing strategies, including note-taking, planning, editing and proofreading. | | **A: Well Above Standard** | | Their recount is coherent according to the purpose, and the needs and experience of the intended audience. | | Used a variety of sentence structures, including a combination of simple and compound sentences for particular effects. | | Awareness of grammatical conventions; for example, tense and subject-verb agreement, appropriate punctuation. | | Used a range of planning strategies. | |